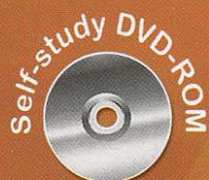


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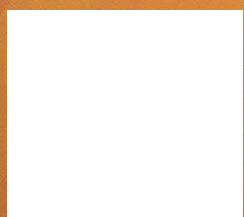
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STUDENT'S BOOK

interchange

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Series Editor: David Bohlke



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STUDENT'S BOOK

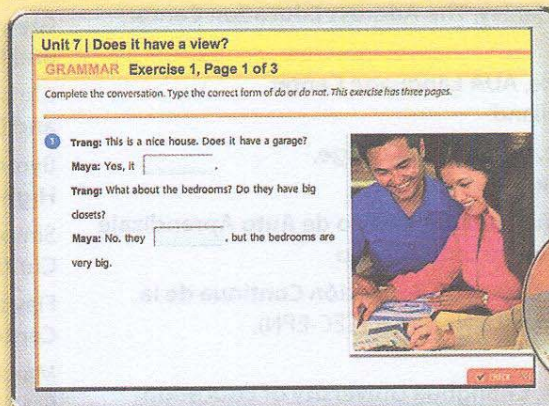
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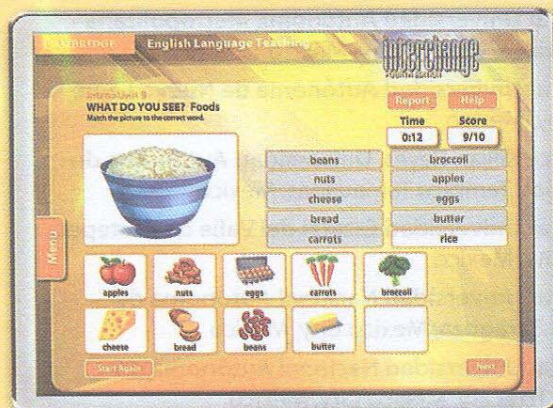


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Author's acknowledgments

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Self-assessment charts revised by Alex Tilbury

Grammar plus written by Karen Davy

CLASSROOM LANGUAGE *Teacher instructions*



Plan of Intro Book

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 2–7		
It's nice to meet you. Alphabet; greetings and leave-takings; names and titles of address; numbers 0–10, phone numbers, and email addresses	Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers	Possessive adjectives <i>my, your, his, her</i> ; the verb <i>be</i> ; affirmative statements and contractions
UNIT 2 PAGES 8–13		
What's this? Possessions, classroom objects, personal items, and locations in a room	Naming objects; asking for and giving the locations of objects	Articles <i>a, an, and the</i> ; <i>this/these, it/they</i> ; plurals; yes/no and <i>where</i> questions with <i>be</i> ; prepositions of place: <i>in, in front of, behind, on, next to, and under</i>
PROGRESS CHECK PAGES 14–15		
UNIT 3 PAGES 16–21		
Where are you from? Cities and countries; adjectives of personality and appearance; numbers 11–103 and ages	Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people	The verb <i>be</i> : affirmative and negative statements, yes/no questions, short answers, and Wh-questions
UNIT 4 PAGES 22–27		
Whose jeans are these? Clothing; colors; weather and seasons	Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects	Possessives: adjectives <i>our</i> and <i>their</i> , pronouns, names, and <i>whose</i> ; present continuous statements and yes/no questions; conjunctions <i>and, but, and so</i> ; placement of adjectives before nouns
PROGRESS CHECK PAGES 28–29		
UNIT 5 PAGES 30–35		
What are you doing? Clock time; times of the day; everyday activities	Asking for and telling time; asking about and describing current activities	Time expressions: <i>o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight</i> ; present continuous Wh-questions
UNIT 6 PAGES 36–41		
My sister works downtown. Transportation; family relationships; daily routines; days of the week	Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines	Simple present statements with regular and irregular verbs; simple present yes/no and Wh-questions; time expressions: <i>early, late, every day, on Sundays/weekends/ weekdays</i>
PROGRESS CHECK PAGES 42–43		
UNIT 7 PAGES 44–49		
Does it have a view? Houses and apartments; rooms; furniture	Asking about and describing houses and apartments; talking about the furniture in a room	Simple present short answers; <i>there is, there are; there's no, there isn't a, there are no, there aren't any</i>
UNIT 8 PAGES 50–55		
What do you do? Jobs and workplaces	Asking for and giving information about work; giving opinions about jobs; describing workday routines	Simple present Wh-questions with <i>do</i> and <i>does</i> ; placement of adjectives after <i>be</i> and before nouns
PROGRESS CHECK PAGES 56–57		

Pronunciation/Listening**Writing/Reading****Interchange Activity**

Linked sounds
Listening for the spelling of names,
phone numbers, and email addresses

Writing a list of names, phone
numbers, and email addresses

"Famous classmates": Introducing
yourself to new people

PAGE 114

Plural -s endings
Listening for the locations of objects

Writing the locations of objects

"Find the differences": Comparing two
pictures of a room

PAGE 115

Syllable stress
Listening for countries, cities, and
languages; listening to descriptions
of people

Writing questions requesting
personal information

"Board game": Finding out more about
your classmates

PAGE 118

The letters *s* and *sh*
Listening for descriptions of clothing
and colors

Writing questions about what people
are wearing

"Celebrity fashions": Describing
celebrities' clothing

PAGES 116–117

Rising and falling intonation
Listening for times of the day; listening
to identify people's actions

Writing times of the day
"Friends Across a Continent":
Reading an online chat between
two friends

"What's wrong with this
picture?": Describing what's wrong
with a picture

PAGE 119

Third-person singular -s endings
Listening for activities and days of
the week

Writing about your weekly routine
"What's Your Schedule Like?":
Reading about three people's daily
schedules

"Class survey": Finding out more about
classmates' habits and routines

PAGE 120

Words with *th*
Listening to descriptions of homes;
listening to people shop for furniture

Writing about your dream home
"Unusual Homes": Reading about
two unusual homes

"Find the differences": Comparing
two apartments

PAGE 121

Reduction of *do*
Listening to people describe their jobs

Writing about jobs
"Job Profiles": Reading about four
unusual jobs

"The perfect job": Figuring out what
job is right for you

PAGE 122

Titles/Topics		Speaking	Grammar
UNIT 9	PAGES 58–63		
Do we need any eggs? Basic foods; breakfast foods; meals		Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits	Count and noncount nouns; <i>some</i> and <i>any</i> ; adverbs of frequency: <i>always</i> , <i>usually</i> , <i>often</i> , <i>sometimes</i> , <i>hardly ever</i> , <i>never</i>
UNIT 10	PAGES 64–69		
What sports do you play? Sports; abilities and talents		Asking about free-time activities; asking for and giving information about abilities and talents	Simple present Wh-questions; <i>can</i> for ability; yes/no and Wh-questions with <i>can</i>
PROGRESS CHECK PAGES 70–71			
UNIT 11	PAGES 72–77		
What are you going to do? Months and dates; birthdays, holidays, festivals, and special days		Asking about birthdays; talking about plans for the evening, weekend, and other occasions	The future with <i>be going to</i> ; yes/no and Wh-questions with <i>be going to</i> ; future time expressions
UNIT 12	PAGES 78–83		
What's the matter? Parts of the body; health problems and advice; medications		Describing health problems; talking about common medications; giving advice for health problems	<i>Have</i> + noun; <i>feel</i> + adjective; negative and positive adjectives; imperatives
PROGRESS CHECK PAGES 84–85			
UNIT 13	PAGES 86–91		
You can't miss it. Stores and things you can buy there; tourist attractions		Talking about stores and other places; asking for and giving directions	Prepositions of place: <i>on</i> , <i>on the corner of</i> , <i>across from</i> , <i>next to</i> , <i>between</i> ; giving directions with imperatives
UNIT 14	PAGES 92–97		
Did you have fun? Weekends; chores and fun activities; vacations; summer activities		Asking for and giving information about weekend and vacation activities	Simple past statements with regular and irregular verbs; simple past yes/no questions and short answers
PROGRESS CHECK PAGES 98–99			
UNIT 15	PAGES 100–105		
Where did you grow up? Biographical information; years; school days		Asking for and giving information about date and place of birth; describing school experiences and memories	Statements and questions with the past of <i>be</i> ; Wh-questions with <i>did</i> , <i>was</i> , and <i>were</i>
UNIT 16	PAGES 106–111		
Can she call you later? Locations; telephone calls; invitations; going out with friends		Describing people's locations; making, accepting, and declining invitations; making excuses	Prepositional phrases; subject and object pronouns; invitations with <i>Do you want to...?</i> and <i>Would you like to...?</i> ; verb + <i>to</i>
PROGRESS CHECK PAGES 112–113			
GRAMMAR PLUS PAGES 132–151			

Pronunciation/Listening**Writing/Reading****Interchange Activity**

Sentence stress
Listening for people's food preferences

Writing about mealtime habits
"Eating for Good Luck": Reading about foods people eat for good luck in the new year

"Snack survey": Taking a survey about snacks you eat and comparing answers
PAGE 123

Pronunciation of *can* and *can't*
Listening for people's favorite sports to watch or play; listening to people talk about their abilities

Writing questions about sports
"An Interview with Shawn Johnson": Reading about the life of an Olympic athlete

"Hidden talents": Finding out more about your classmates' hidden talents
PAGE 124

Reduction of *going to*
Listening to people talk about their evening plans

Writing about weekend plans
"What Are You Going to Do on Your Birthday?": Reading about birthday customs in different places

"Guessing game": Making guesses about a classmate's plans
PAGE 125

Sentence intonation
Listening to people talk about health problems; listening for medications

Writing advice for health problems
"10 Simple Ways to Improve Your Health": Reading about ways to improve your health

"Helpful advice": Giving advice for some common problems
PAGE 126

Compound nouns
Listening to people talk about shopping; listening to directions

Writing directions
"Edinburgh's Royal Mile": Reading about popular tourist attractions in Edinburgh, Scotland

"Giving directions": Asking for directions in a neighborhood
PAGES 127, 128

Simple past *-ed* endings
Listening to people talk about their past summer activities

Writing about last weekend
"Did You Have a Good Weekend?": Reading about four people's weekend experiences

"Past and present": Comparing your classmates' present lives with their childhoods
PAGE 129

Negative contractions
Listening for places and dates of birth

Writing questions about a young person's life
"Turning Pain to Gain": Reading about a young woman's life

"Life events": Making a time line of important events in your life
PAGE 130

Reduction of *want to* and *have to*
Listening to phone conversations; listening to voice-mail messages

Writing about weekend plans
"Around Los Angeles: This Weekend": Reading about events on a web page

"Let's make a date!": Making plans with your classmates
PAGE 131

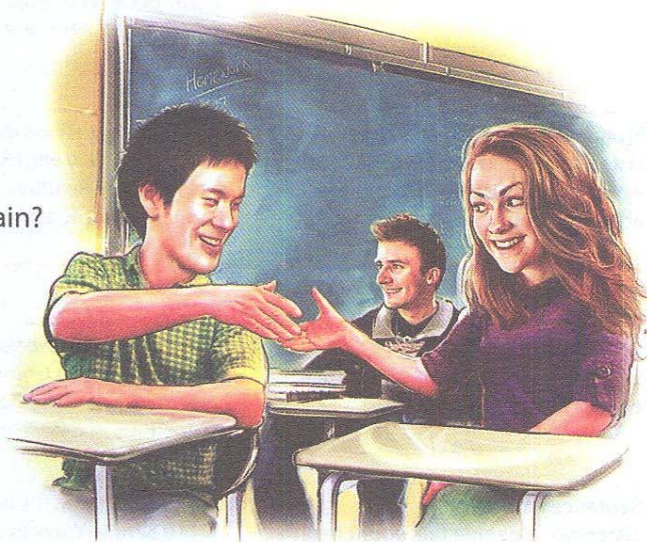
1 It's nice to meet you.

1 CONVERSATION *My name is Jennifer Miller.*

A Listen and practice.

Michael: Hello. My name is Michael Ota.
Jennifer: Hi. My name is Jennifer Miller.
Michael: It's nice to meet you, Jennifer.
Jennifer: Nice to meet you, too.
Michael: I'm sorry. What's your last name again?
Jennifer: It's Miller.

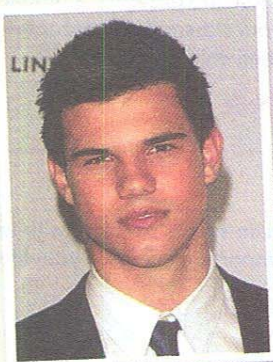
first names	last names
↓	↓
Jennifer	Miller
Michael	Ota



B PAIR WORK Introduce yourself to your partner.

2 SNAPSHOT

Listen and practice.

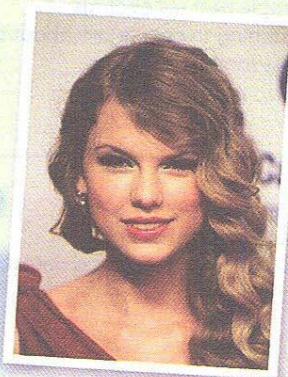


Taylor Lautner

Popular Names in the U.S.

for Both Males and Females

Taylor Jordan Casey Jamie Riley
Jessie Hayden Peyton Quinn Rory



Taylor Swift

Source: www.babynames1000.com

Circle the names you know.

What are some popular names for males in your country? for females?

What names are popular for both males and females?

3 GRAMMAR FOCUS

My, your, his, her

What's **your** name?
What's **his** name?
What's **her** name?

My name is Taylor.
His name is Michael.
Her name is Jennifer.

What's = What is

A Complete the conversations. Use *my, your, his, or her*.



1. A: Hello. What's your name?
B: Hi. name is Antonio.
What's name?
A: name is Nicole.



2. A: What's name?
B: name is Michael.
A: And what's name?
B: name is Jennifer.

B PAIR WORK Practice the conversations with a partner.

4 SPELLING NAMES

A Listen and practice.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

B CLASS ACTIVITY Listen and practice. Then practice with your own names. Make a list of your classmates' names.

- A: What's your name?
B: My name is Sarah Conner.
A: Is that S-A-R-A-H?
B: Yes, that's right.
A: How do you spell your last name? C-O-N-N-O-R?
B: No, it's C-O-N-N-E-R.

My Classmates
Sarah Conner
Jennifer Miller

5 LISTENING First names

How do you spell the names? Listen and check (✓) the correct answers.

1. ☐ Kara
☐ Cara

2. ☐ Mark
☐ Marc

3. ☐ Shawn
☐ Sean

4. ☐ Sophia
☐ Sofia

6 WORD POWER Titles

A Listen and practice.

Miss Ito (single females)
Mrs. Morgan (married females)

Ms. Chen (single or married females)
Mr. Garcia (single or married males)

B Listen and write the titles.

1. Lopez 2. Smith 3. Kim 4. Anderson

7 SAYING HELLO

A Listen and practice.



B CLASS ACTIVITY Go around the class. Greet your classmates formally (with titles) and informally (without titles).

8 CONVERSATION *He's over there.*

A Listen and practice.

Jennifer: Excuse me. Are you
Steven Carson?

David: No, I'm not. He's over there.

Jennifer: Oh, I'm sorry.

Jennifer: Steven? This is your book.

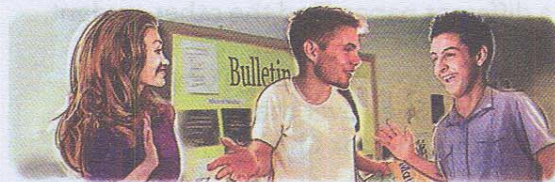
Steven: Oh, thank you. You're in my
class, right?

Jennifer: Yes, I am. I'm Jennifer Miller.

Steven: Hey, David, this is Jennifer.
She's in our math class.

David: Hi, Jennifer.

Jennifer: Hi, David. Nice to meet you.



B GROUP WORK Greet a classmate. Then introduce him or her to another classmate.

"Hey, Ming, this is..."

9 GRAMMAR FOCUS

The verb be

I'm Jennifer Miller.
You're in my class.
She's in our class. (**Jennifer is** in our class.)
He's over there. (**Steven is** over there.)
It's Miller. (**My last name is** Miller.)

Are you Steven Carson?
Yes, **I am**.
No, **I'm not**.
How are you?
I'm fine.

I'm = I am
You're = You are
He's = He is
She's = She is
It's = It is

A Complete the conversation with the correct words in parentheses.
Then practice with a partner.

David: Hello, Jennifer. How are (is / are) you?
Jennifer: (She's / I'm) fine, thanks.
..... (I'm / It's) sorry – what's your name again?
David: (He's / It's) David – David Medina.
Jennifer: That's right! David, this (is / am) Sarah Conner.
..... (She's / He's) in our math class.
David: Hi, Sarah. (I'm / It's) nice to meet you.
Sarah: Hi, David. I think (you're / I'm) in my English class, too.
David: Oh, right! Yes, I (are / am).

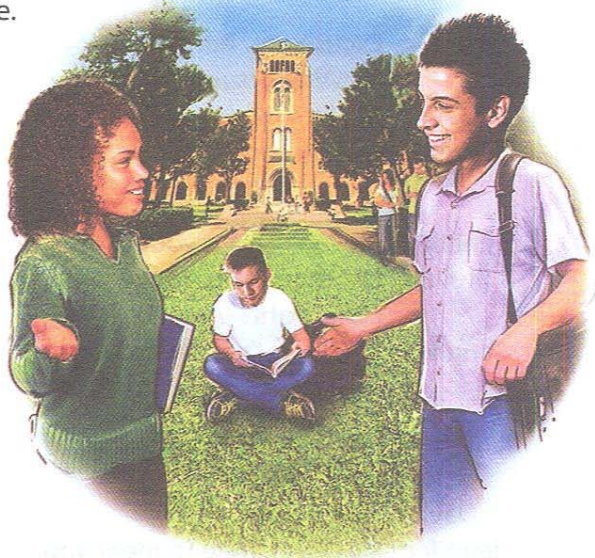
B Complete the conversations. Then practice in groups.

Nicole: Excuse me. Are you Steven Carson?
 David: No, not. My name David Medina. Steven over there.
 Nicole: Oh, sorry.

Nicole: Are you Steven Carson?
 Steven: Yes, I am.
 Nicole: Hi. I'm Nicole Johnson.
 Steven: Oh, I'm in my math class, right?
 Nicole: Yes, I am.
 Steven: Nice to meet you.

C CLASS ACTIVITY Write your name on a piece of paper. Put the papers in a bag. Then take a different paper. Find the other student.

A: Excuse me. Are you Jin-sook Cho?
 B: No, I'm not. She's over there.
 A: Hi. Are you Jin-sook Cho?
 C: Yes, I am.



10 PRONUNCIATION *Linked sounds*

Listen and practice. Notice the linked sounds.

I'm Antonio. She's over there. You're in my class.

11 PERSONAL INFORMATION

A Listen and practice.

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
(oh)										

B **PAIR WORK** Practice these phone numbers and email addresses. Then listen and check your answers.



"Her name is Allison Parker. Her work phone number is four-oh-two, five-five-five, two-three-oh-one. Her cell..."

12 LISTENING A class list

A Jennifer and Michael are making a list of classmates' phone numbers and email addresses. Listen and complete the list.

Name	Phone number	Email address
David Medina	212-555-1937	
Sarah Conner		
Steven Carson		
Nicole Johnson		

B CLASS ACTIVITY Make a list of your classmates' names, phone numbers, and email addresses.

A: What's your name?
B: I'm Anna Silva.

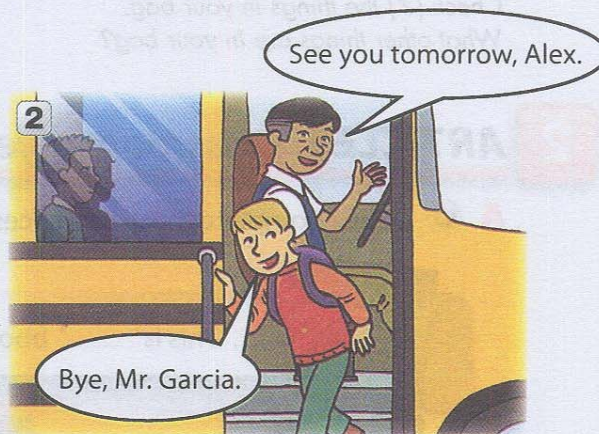
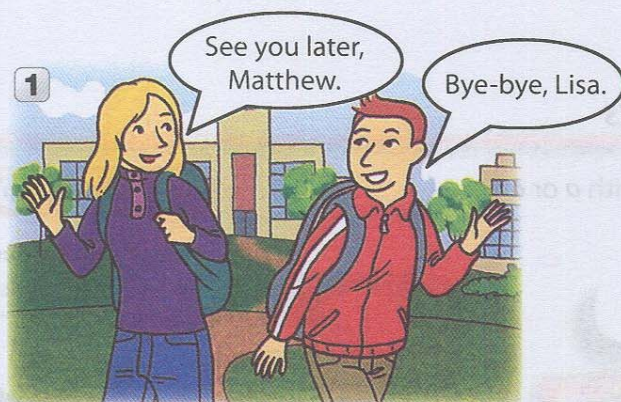
A: And what's your phone number?
B: It's 201-555-2491.

13 INTERCHANGE 1 Famous classmates

Meet some "famous classmates." Go to Interchange 1 on page 114.

14 SAYING GOOD-BYE

A Listen and practice.



B CLASS ACTIVITY Go around the room. Say good-bye to your classmates and teacher.

2 What's this?

1 SNAPSHOT

Listen and practice.

What's in your bag?



Check (✓) the things in your bag.
What other things are in your bag?

Source: Based on interviews with people between the ages of 16 and 30

2 ARTICLES Classroom objects

A Listen. Complete these sentences with *a* or *an*.

articles

an + vowel sound
a + consonant sound

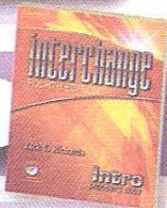


1. This is book.

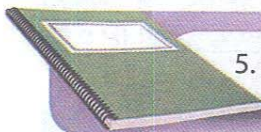


2. This is eraser.

3. This is English book.



4. This is marker.



5. This is notebook.



6. This is clock.

B PAIR WORK Find and spell these things in your classroom.

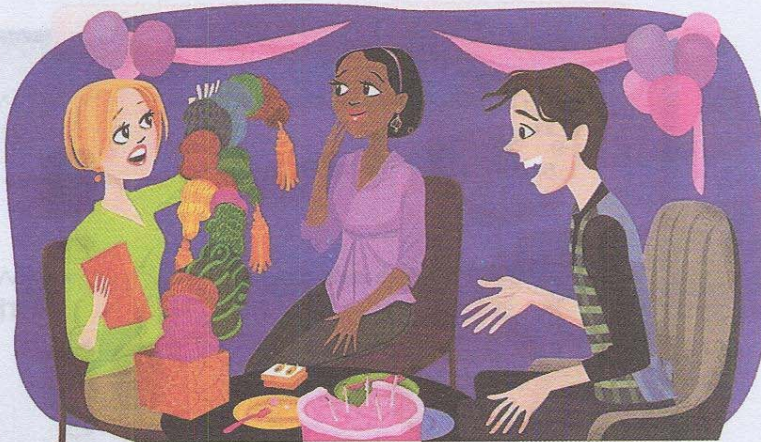
board	desk	eraser	pen	wall
book bag	dictionary	map	pencil	wastebasket
chair	door	notebook	table	window

A: This is a board.
B: How do you spell *board*?
A: B-O-A-R-D.

3 CONVERSATION *It's... interesting.*

Listen and practice.

Wendy: Wow! What are these?
 Helen: They're earrings.
 Wendy: Oh, cool! Thank you, Helen.
 They're great!
 Helen: You're welcome.
 Rex: Now open this box!
 Wendy: OK. Uh, what's this?
 Rex: It's a scarf.
 Wendy: Oh. It's... interesting.
 Thank you, Rex. It's very nice.



4 PRONUNCIATION *Plural -s endings*

Listen and practice. Notice the pronunciation of the plural -s endings.

<i>s</i> = /z/		<i>s</i> = /s/		<i>(e)s</i> = /ɪz/	
earring	earrings	desk	desks	pencil case	pencil cases
phone	phones	laptop	laptops	class	classes
book bag	book bags	wastebasket	wastebaskets	box	boxes

Say the plural forms of these nouns. Then complete the chart.



briefcase



ID



map



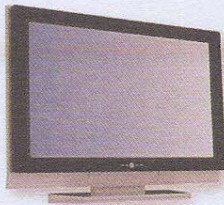
newspaper



purse



stamp



television



ticket



watch

/z/	/s/	/ɪz/
.....	briefcases
.....
.....

Listen and check your answers.

5 GRAMMAR FOCUS

This/these, it/they; plurals



This is a clock.

What's **this**?
It's an earring.

It's = It is
They're = They are

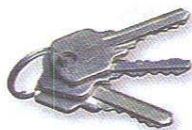


These are clocks.

What **are these**?
They're earrings.



Complete these conversations. Then practice with a partner.



1. A: What are these ?
B: They're keys

2. A: What ?
B:

3. A: What ?
B:



4. A: What ?
B:

5. A: What ?
B:

6. A: What ?
B:

6 WHAT'S THIS CALLED?

A Listen and practice.



A: What's this called in English?
B: I don't know.
C: It's a credit card.
A: How do you spell that?
C: C-R-E-D-I-T C-A-R-D.

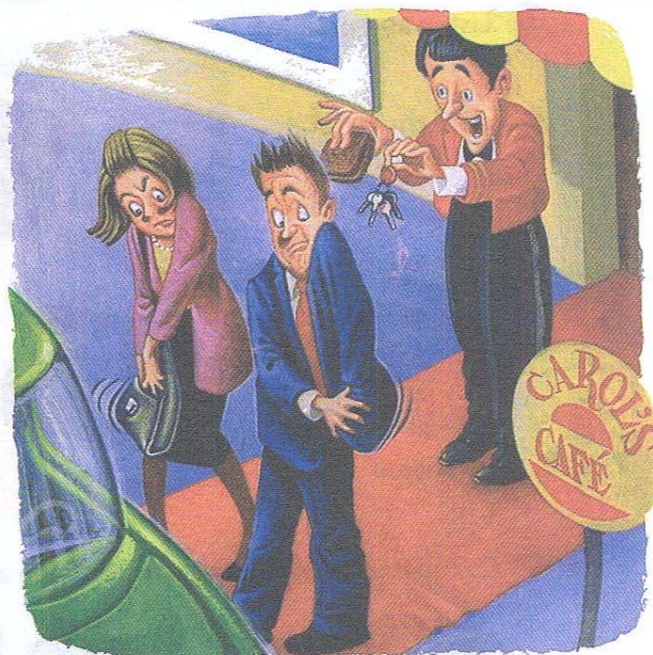
A: What are these called in English?
B: I think they're called chopsticks.
A: How do you spell that?
B: C-H-O-P-S-T-I-C-K-S.

B GROUP WORK Choose four things. Put them on a desk.
Then ask about the name and spelling of each thing.

7 CONVERSATION Oh, no!

Listen and practice.

Kate: Oh, no! Where are my car keys?
 Joe: I don't know. Are they in your purse?
 Kate: No, they're not.
 Joe: Maybe they're on the table in the restaurant.
 Server: Excuse me. Are these your keys?
 Kate: Yes, they are. Thank you!
 Server: You're welcome. And is this your wallet?
 Kate: Hmm. No, it's not. Where's your wallet, Joe?
 Joe: It's in my pocket. . . . Wait a minute! That is my wallet!



8 GRAMMAR FOCUS

Yes/No and where questions with be

Is this your wallet?
 Yes, **it is**. / No, **it's not**.

Are these your keys?
 Yes, **they are**. / No, **they're not**.

Where's your wallet?
It's in my pocket.

Where are my keys?
They're on the table.

A Complete these conversations. Then practice with a partner.

- A: Is this your umbrella?
 B: No, not.
 A: these your keys?
 B: Yes, are. Thanks!
- A: Where my glasses?
 B: Are your glasses?
 A: No, they're .
 B: Wait! they in your pocket?
 A: Yes, are. Thanks!
- A: Where your sunglasses?
 B: on the table.
 A: No, not. They're my sunglasses!
 B: You're right. My sunglasses in my purse.
- A: this my pen?
 B: No, not. It's my pen.
 A: Sorry. is my pen?
 B: on your desk.
 A: Oh, you're right!

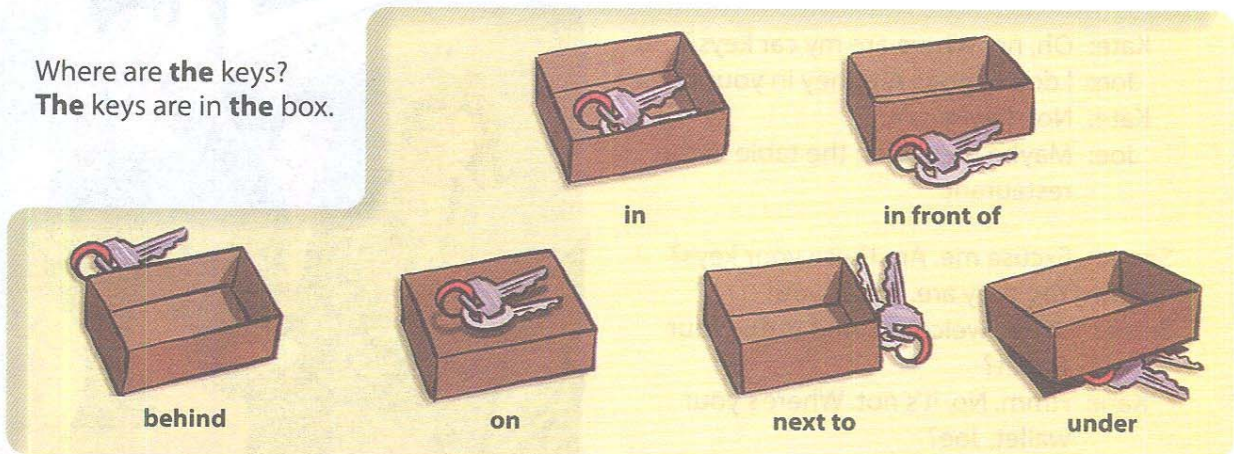
B GROUP WORK Put three of your things in a bag. Then choose three different things. Find the owner of each thing.

A: Is this your pen, Yuko?
 B: No, it's not.

A: Are these your keys, Sergio?
 C: Let me see. Yes, they are.

A Listen and practice.

Where are **the** keys?
The keys are **in** the box.



B Complete these sentences. Then listen and check your answers.



1. The books are in the book bag.

2. The cell phone is

3. The map is



4. The chair is

5. The wallet is

6. The sunglasses are

C PAIR WORK Ask and answer questions about the pictures in part B.

A: Where are the books?

B: They're in the book bag.

Listen. Where are Kate's things? Match the things with their locations.

1. earringsd.....
2. watch
3. sunglasses
4. camera

- a. under the table
- b. in front of the television
- c. on the chair
- d. in her purse

11

WHERE ARE JOE'S THINGS?

PAIR WORK Now help Joe find his things. Ask and answer questions.

briefcase	cell phone	newspaper	umbrella
camera	glasses	notebook	wallet

A: Where's his briefcase?

B: It's on the table.



12

INTERCHANGE 2 Find the differences

Compare two pictures of a room. Go to Interchange 2 on page 115.

Units 1–2 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Introduce myself and other people (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say hello and good-bye (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange contact information, e.g., phone numbers (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand names for everyday objects and possessions (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about where things are (Ex. 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 HOW ARE YOU?

A Complete the conversation. Use the sentences and questions in the box.

Matt: Hi. How are you?

Nicki: I'm fine, thanks.

Matt: Pretty good, thanks.

Nicki: And I'm Nicki White.

Matt:

Nicki: Nice to meet you, too.

Matt: Yes, I am.

Nicki:

Matt: See you in class.

My name is Matt Carlson.
 Oh, are you in my English class?
 How about you?
 ✓ Hi. How are you?
 It's nice to meet you, Nicki.
 Well, have a good day.

B PAIRWORK Practice the conversation from part A. Use your own information. Then introduce your partner to a classmate.

"Malena, this is my friend. His name is Tetsu. . ."

2 IS YOUR PHONE NUMBER . . . ?

CLASS ACTIVITY Write your phone number on a piece of paper. Then put the papers in a bag. Take a different paper and find the owner. Write his or her name on the paper.

A: Ali, is your phone number 781-555-1532?
 B: No, it's not. Sorry!
 A: Mila, is your . . . ?



3

LISTENING *What's this? What are these?*

- Listen to the conversations. Number the pictures from 1 to 6.

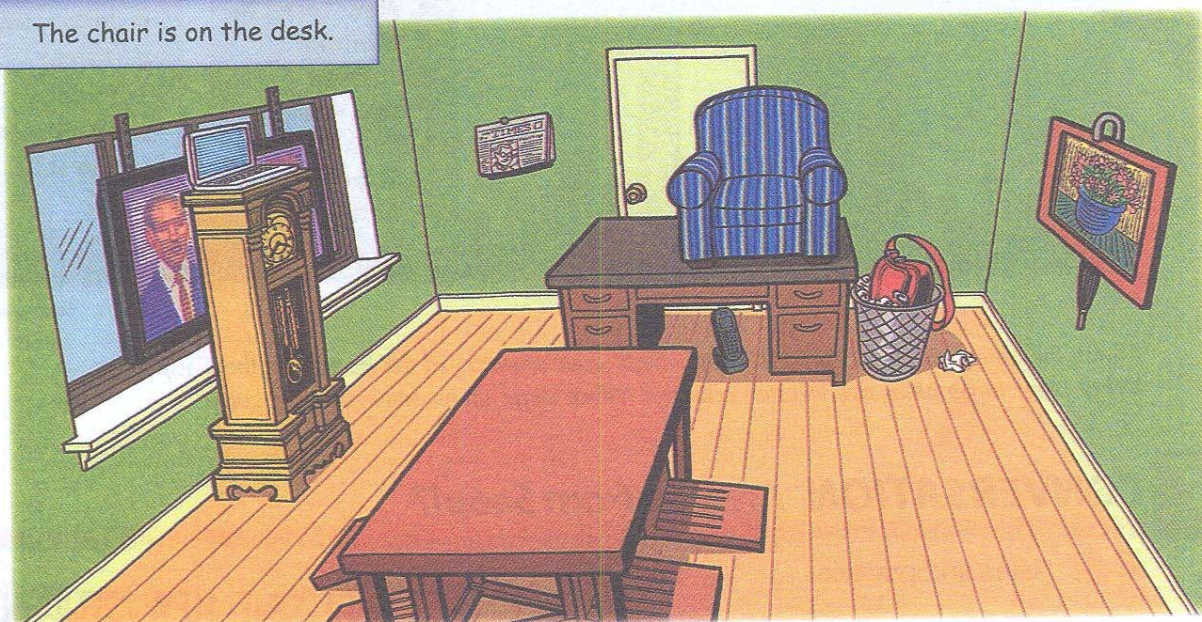


4

WHAT'S WRONG WITH THIS ROOM?

- A** What's wrong with this room? Make a list. Find 10 things.

The chair is on the desk.



- B PAIRWORK** Ask and answer *Where* questions about the picture.

A: Where's the chair?
B: It's on the desk.

5

YES OR NO GAME

Write five yes/no questions about the picture in Exercise 4. Three have "yes" answers, and two have "no" answers. Then ask a partner the questions.

A: Is the chair behind the clock?
B: No, it isn't.

WHAT'S NEXT?

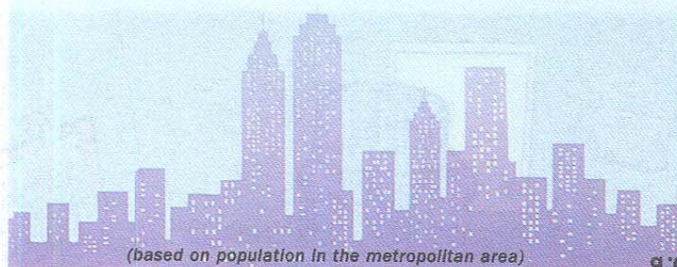
Look at your Self-assessment again. Do you need to review anything?

3 Where are you from?

1 SNAPSHOT

Listen and practice.

The Ten Largest Cities in the World



(based on population in the metropolitan area)

Cities

1. Tokyo
2. Seoul
3. Mexico City
4. New York City
5. Mumbai
6. Jakarta
7. São Paulo
8. Delhi
9. Osaka
10. Shanghai

Countries

- a. Brazil
- b. China
- c. India
- d. Indonesia
- e. Japan
- f. Mexico
- g. South Korea
- h. the U.S.

Answers: 1.e 2.g 3.f 4.h 5.c 6.d 7.a 8.c 9.e 10.b

Source: www.worldatlas.com

Match the cities with the countries. Then check your answers at the bottom of the Snapshot. What other large cities are in each country? What large cities are in your country?

2 CONVERSATION Are you from Seoul?

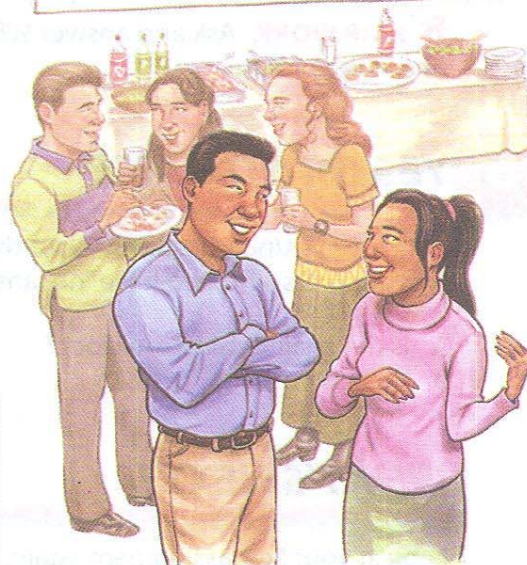
Listen and practice.

Tim: Are you from California, Jessica?
 Jessica: Well, my family is in California now, but we're from South Korea originally.
 Tim: Oh, my mother is Korean – from Seoul! Are you from Seoul?
 Jessica: No, we're not. We're from Daejeon.
 Tim: So is your first language Korean?
 Jessica: Yes, it is.

Listen to Jessica and Tim talk to Tony, Natasha, and Monique. Check (✓) True or False.

	True	False
1. Tony is from Italy.	<input type="checkbox"/>	<input type="checkbox"/>
2. Natasha is from New York.	<input type="checkbox"/>	<input type="checkbox"/>
3. Monique's first language is English.	<input type="checkbox"/>	<input type="checkbox"/>

WELCOME NEW STUDENTS



Negative statements and yes/no questions with be

I'm not from New York.
You're not late.
She's not from Russia.
He's not from Italy.
It's not English.
We're not from Japan.
You're not early.
They're not in Mexico.

We're = We are

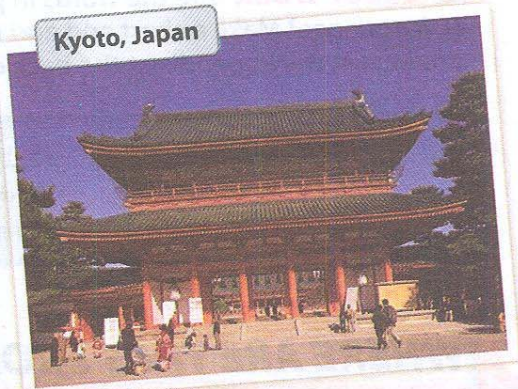
Are you from California?
Am I early?
Is she from Brazil?
Is he from Chile?
Is it Korean?
Are you from China?
Are we late?
Are they in Canada?

I am.	I'm	not.
you are.	you're	not.
she is.	she's	not.
Yes, he is.	No, he's	not.
it is.	it's	not.
we are.	we're	not.
you are.	you're	not.
they are.	they're	not.

A Complete the conversations. Then practice with a partner.

- A: Hiroshi, are you and Maiko from Japan?
 B: Yes, we are.
 A: Oh? Are you from Tokyo?
 B: No, we're not. We're from Kyoto.
- A: Is she Laura from the U.S.?
 B: No, she's not. She's from the U.K.
 A: Where's she from London?
 B: Yes, she is. But her parents are from Italy. Are they not from the U.K. originally?
 A: What's Laura's first language Italian?
 B: No, it's not. It's English.
- A: Are they Selina and Carlos from Mexico?
 B: No, they're not. They're from Brazil.
 A: Are you from Brazil, too?
 B: No, I'm not. I'm from Peru.
 A: So, what's your first language Spanish?
 B: Yes, it is.

Kyoto, Japan



Lima, Peru



B Match the questions with the answers. Then practice with a partner.

- | | |
|--|---|
| 1. Are you and your family from Canada? <u>d</u> | a. No, he's not. He's from Singapore. |
| 2. Is your first language English? <u>a</u> | b. Yes, she is. She's from California. |
| 3. Are you Japanese? <u>c</u> | c. No, it's not. It's Japanese. |
| 4. Is Mr. Ho from Hong Kong? <u>e</u> | d. No, we're not. We're from Australia. |
| 5. Is your mother from the U.S.? <u>b</u> | e. Yes, we are. We're from Kyoto. |

C PAIRWORK Write five questions like the ones in part B. Then ask and answer your questions with a partner.

4 PRONUNCIATION Syllable stress

A Listen and practice. Notice the syllable stress.

China
Turkey

Japan
Brazil

Canada
Mexico

Morocco
Malaysia

B What is the syllable stress in these words? Add the words to the chart in part A. Then listen and check.

English
Mexican

Spanish
Honduras

Arabic
Chinese

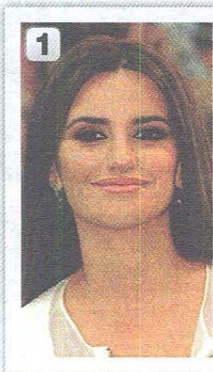
Korean
Peru

C GROUP WORK Are the words in part A countries, nationalities, or languages? Make a chart and add more words. Then check your answers in the appendix at the back of the book.

Countries	Nationalities	Languages
China	Chinese	Chinese
Mexico	Mexican	Spanish

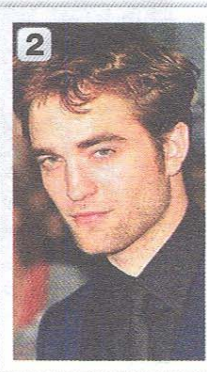
5 WHERE ARE THEY FROM?

A Where are these people from? Check (✓) your guesses.



Penelope Cruz

- ☐ Mexico
- ☐ France
- ☐ Spain



Robert Pattinson

- ☐ the U.S.
- ☐ the U.K.
- ☐ Canada



Haru Nomura

- ☐ South Korea
- ☐ Japan
- ☐ China



Cate Blanchett

- ☐ Australia
- ☐ New Zealand
- ☐ South Africa



Javier Hernández

- ☐ Brazil
- ☐ Mexico
- ☐ Chile

B PAIR WORK Compare your guesses. Then check your answers at the bottom of the page.

A: Is Penelope Cruz from Mexico?

B: No, she's not.

A: Is she from France?

Answers: 1. Spain 2. the U.K. 3. Japan 4. Australia 5. Mexico

6

CONVERSATION *He's cute.*

Listen and practice.

Emma: Who's that?

Jill: He's my brother.

Emma: Wow! He's cute. What's his name?

Jill: James. We call him Jim.

Emma: Oh, how old is he?

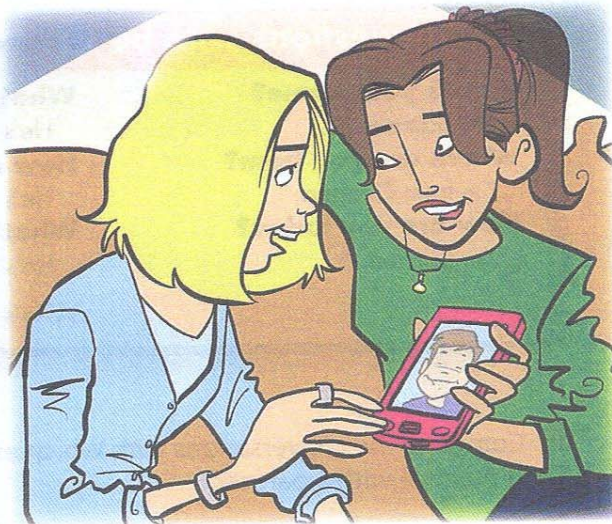
Jill: He's twenty-one years old.

Emma: What's he like? Is he nice?

Jill: Yes, he is – and he's very smart, too!

Emma: And who's that?

Jill: My sister Tammy. She's only twelve.
She's the baby of the family.



7

NUMBERS AND AGES

Listen and practice.

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

21 twenty-one

22 twenty-two

23 twenty-three

24 twenty-four

25 twenty-five

26 twenty-six

27 twenty-seven

28 twenty-eight

29 twenty-nine

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

101 one hundred (and) one

102 one hundred (and) two

103 one hundred (and) three

Listen and practice. Notice the word stress.

thirteen – thirty

fourteen – forty

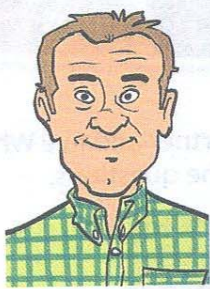
fifteen – fifty

sixteen – sixty

PAIR WORK Look at the people in Jill's family for one minute.
Then close your books. How old are they? Tell your partner.



A. Helen – 76



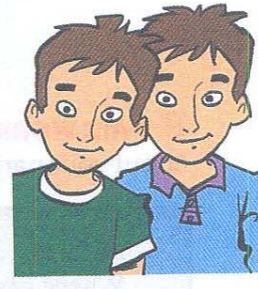
B. Howard – 52



C. Jackie – 49



D. Megan – 23



E. Tim and Tom – 14

8 GRAMMAR FOCUS

Wh-questions with be

What's your name?

My name is Jill.

Where are you from?

I'm from Canada.

How are you today?

I'm just fine.

Who's that?

He's my brother.

How old is he?

He's twenty-one.

What's he like?

He's very nice.

Who's = Who is

Who are they?

They're my classmates.

Where are they from?

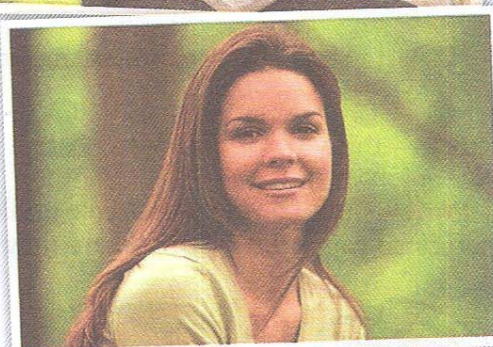
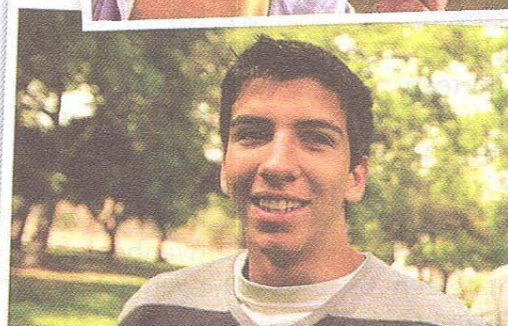
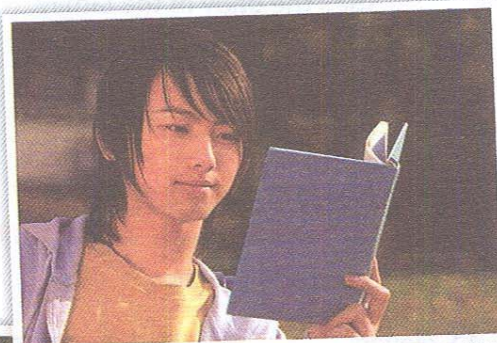
They're from Rio.

What's Rio like?

It's very beautiful.

A Complete the conversations with Wh-questions. Then practice with a partner.

1. A: Look! Who's that ?
B: Oh, he's a new student.
A: ?
B: I think his name is Ming.
A: Ming? ?
B: He's from China.
2. A: Serhat, ?
B: I'm from Turkey – from Istanbul.
A: ?
B: Istanbul is very old and beautiful.
A: ?
B: My last name is Erdogan.
3. A: Hi, John. ?
B: I'm just fine. My friend Teresa is here this week – from Argentina.
A: Oh, cool. ?
B: She's really friendly.
A: ?
B: She's twenty-eight years old.



B PAIR WORK Write five Wh-questions about your partner and five Wh-questions about your partner's best friend. Then ask and answer the questions.

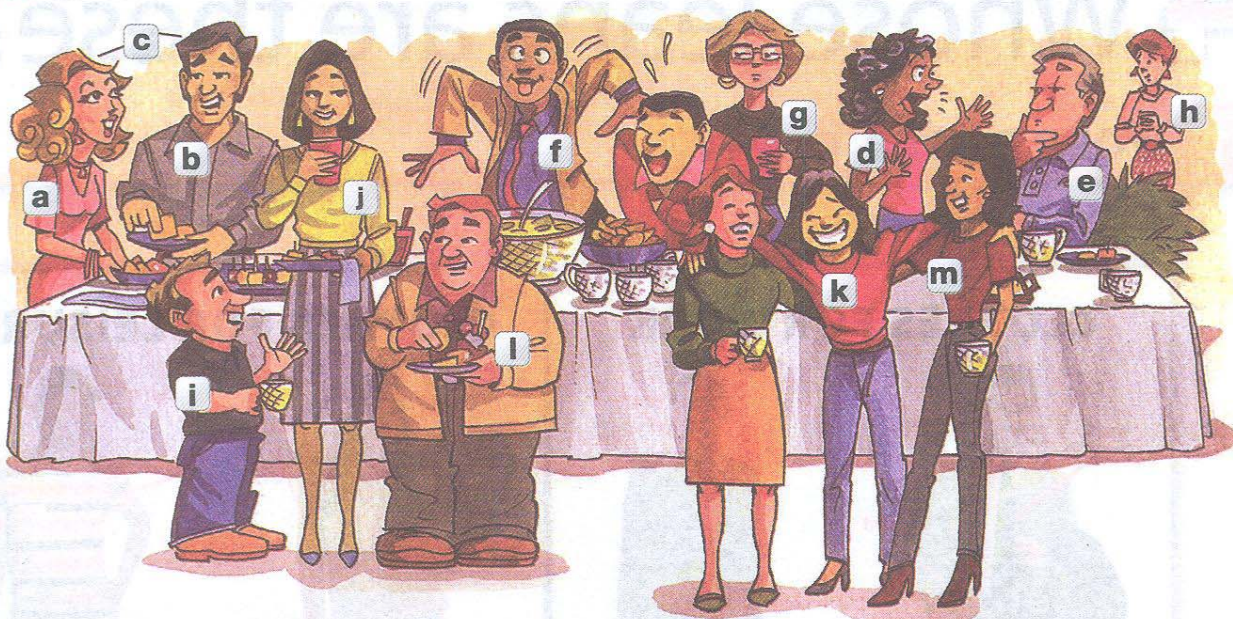
Partner

Where are you from?

Partner's best friend

Who's your best friend?

A  Listen and practice.



a. pretty
b. handsome
c. good-looking

d. talkative
e. quiet
f. funny

g. serious
h. shy
i. short

j. tall
k. friendly
l. heavy


m. thin

B PAIR WORK Complete the chart with words from part A. Add two more words to each list. Then describe your personality and appearance to a partner.

Personality	Appearance
talkative	pretty
.....
.....

"I'm funny, smart, and very handsome."

10 LISTENING Who's that?

 Listen to three descriptions. Check (✓) the two correct words for each description.


- | | | | |
|------------------|------------------------------------|---------------------------------|-----------------------------------|
| 1. Elena is ... | <input type="checkbox"/> short | <input type="checkbox"/> pretty | <input type="checkbox"/> friendly |
| 2. Marco is ... | <input type="checkbox"/> tall | <input type="checkbox"/> nice | <input type="checkbox"/> shy |
| 3. Andrew is ... | <input type="checkbox"/> talkative | <input type="checkbox"/> funny | <input type="checkbox"/> friendly |

11 INTERCHANGE 3 Board game

Play a board game with your classmates. Go to Interchange 3 on page 118.



4 Whose jeans are these?

1 WORD POWER Clothes

A  Listen and practice.



B Complete the chart with words from part A.

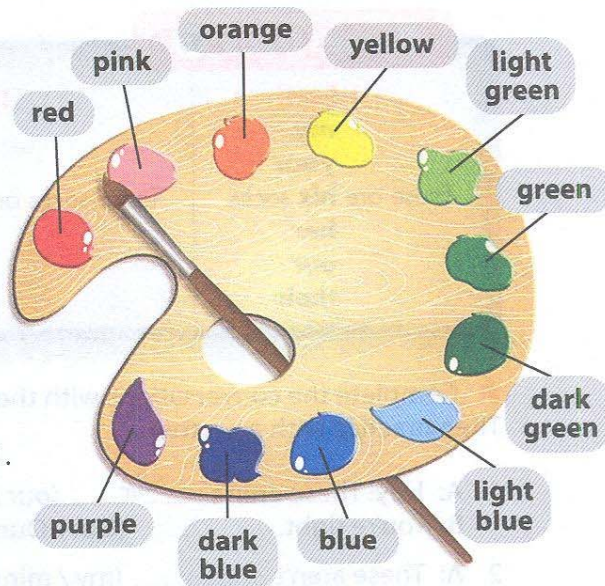
Clothes for warm weather	Clothes for cold weather
	
.....
.....
.....

C **PAIR WORK** Look around the classroom. What clothes do you see? Tell a partner.

"I see jeans, a sweater, boots, and ..."

2 COLORS

A Listen and practice.



B GROUP WORK Ask about favorite colors.

A: What are your favorite colors?

B: My favorite colors are dark green and purple.

C GROUP WORK Describe the clothes in Exercise 1.

A: The suit is beige.

B: The pajamas are light blue.

3 CONVERSATION *It's a disaster!*

Listen and practice.

Pat: Great! Our clothes are dry.

Where is my new blouse?

Julie: What color is it?

Pat: It's white.

Julie: Here's a light blue blouse.

Is it yours?

Pat: No, it's not mine. . . . Wait.

It is mine. It's a disaster!

Julie: Oh, no! *All* our clothes are light blue.

Pat: Here's the problem. It's these new blue jeans. Whose jeans are these?

Julie: Uh, they're mine. Sorry.



4 PRONUNCIATION *The letters s and sh*

A Listen and practice. Notice the pronunciation of **s** and **sh**.

1. suit socks scarf
2. shirt shorts shoes

B Read the sentences. Pay attention to the pronunciation of **s** and **sh**.

1. This is Sandra's new **shirt**.
2. These are Sam's purple **shoes**!
3. Where are my **shoes** and **socks**?
4. My **shorts** and T-**shirts** are blue!

5 GRAMMAR FOCUS

Possessives

Adjectives

my
your
These are **his** socks.
her
our
their

Pronouns

mine
yours
These socks are **his**.
hers
ours
theirs

Names

Pat's blouse /s/
Julie's jeans /z/
Rex's T-shirt /ɪz/
Whose blouse is this? It's **Pat's**.
Whose jeans are these? They're **Julie's**.

A Complete the conversations with the correct words in parentheses. Then practice with a partner.

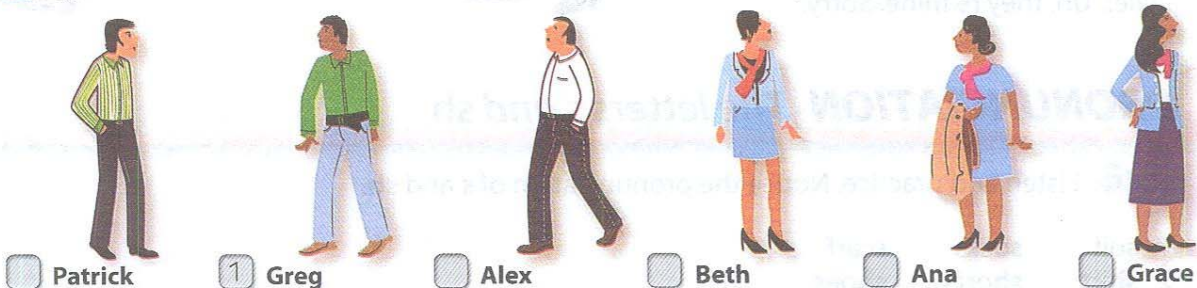
- A: Hey! These aren't (our / ours) clothes!
B: You're right. (Our / Ours) are over there.
- A: These aren't (my / mine) gloves. Are they (your / yours)?
B: No, they're not (my / mine). Ask Sally. Maybe they're (her / hers).
- A: (Whose / Yours) T-shirts are these? Are they Julie's and Pat's?
B: No, they're not (their / theirs) T-shirts. But these socks are (their / theirs). And these shorts are (your / yours).

B CLASS ACTIVITY Put one of your things in a box. Then choose a different thing from the box. Go around the class and find the owner.

- A: Diego, is this watch yours?
B: No, it's not mine. Maybe it's Rex's.

6 LISTENING *His shirt is green.*

A Listen to someone describe these clothes. Number the pictures from 1 to 6.



B PAIR WORK Now talk about the people. What colors are their clothes?

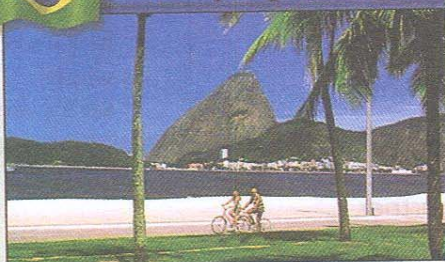
- A: What color is Patrick's shirt?
B: It's green and white.

Listen and practice.

Weather and Seasons Around the World



It's spring in Brazil.



It's warm. It's very sunny.



It's summer in South Korea.



It's raining. It's hot and humid.



It's fall in the U.S.



It's cool. It's cloudy and windy.



It's winter in Russia.



It's snowing. It's very cold.



Source: Yahoo! Travel

What season is it now?

What's the weather like today?

What's your favorite season?

CONVERSATION It's really cold!

Listen and practice.

Pat: Oh, no!

Julie: What's the matter?

Pat: It's snowing! And it's windy, so it's really cold.

Julie: Are you wearing your gloves?

Pat: No, I'm not. They're at home.

Julie: What about your scarf?

Pat: It's at home, too.

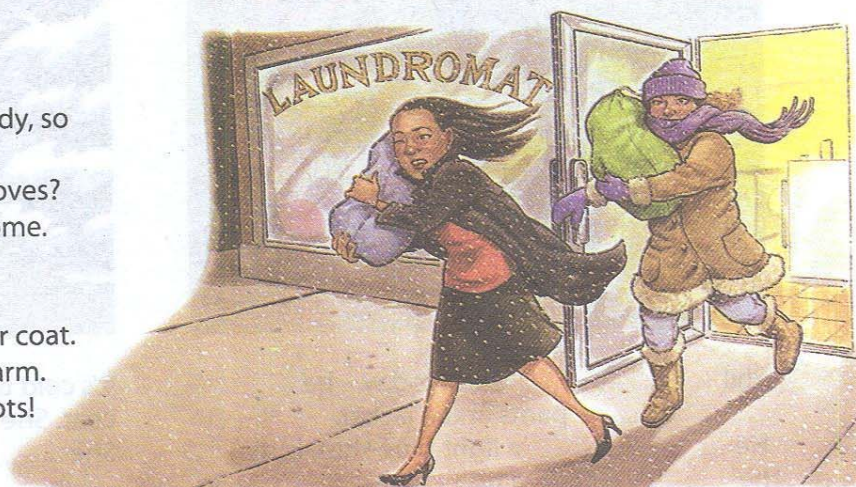
Julie: Well, you're wearing your coat.

Pat: But my coat isn't very warm.

And I'm not wearing boots!

Julie: Let's take a taxi.

Pat: Good idea!



Present continuous statements; conjunctions

I'm	I'm not	OR:
You're	You're not	You aren't
She's wearing shoes.	She's not	She isn't wearing boots.
We're	We're not	We aren't
They're	They're not	They aren't
It's snowing.	It's not	It isn't raining.

Conjunctions

It's snowing,
and it's windy.
It's sunny,
but it's cold.
It's windy,
so it's very cold.

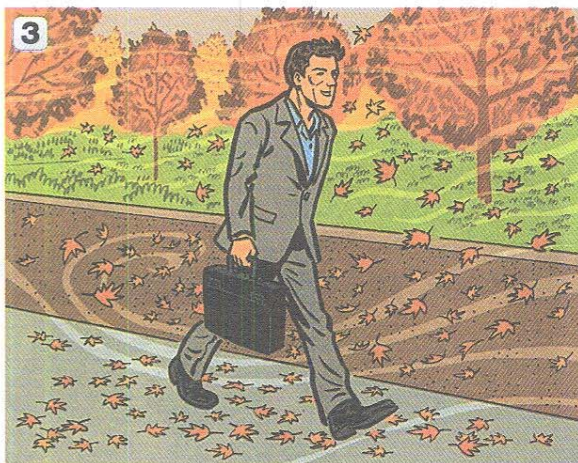
A Complete these sentences. Then compare with a partner.



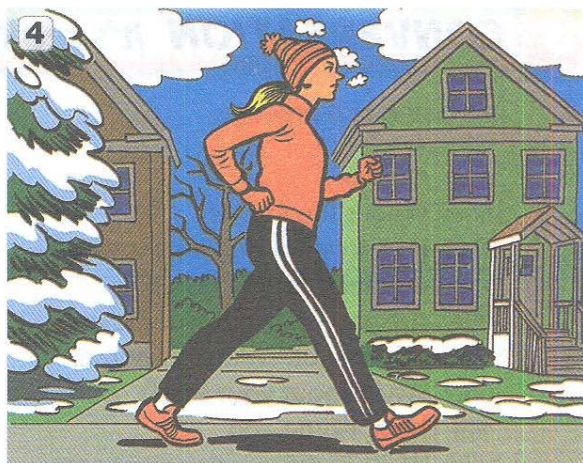
My name is Claire. I 'm wearing a green suit today. I high heels, too. It's raining, but I a raincoat.



It's very hot today. Toshi and Noriko shorts and T-shirts. It's really sunny, so they sunglasses.



Phil a suit today – he pants and a jacket. He a light blue shirt, but he a tie.



It's cold today, but Kathy a coat. She gloves and a hat. She boots. She sneakers.

Present continuous yes/no questions

Are you wearing gloves?	Yes, I am .	No, I'm not .
Is she wearing boots?	Yes, she is .	No, she's not ./No, she isn't .
Are they wearing sunglasses?	Yes, they are .	No, they're not ./No, they aren't .

B PAIR WORK Ask and answer these questions about the people in part A.

1. Is Claire wearing a green suit?
2. Is she wearing a raincoat?
3. Is she wearing high heels?
4. Are Toshi and Noriko wearing swimsuits?
5. Are they wearing jackets?
6. Are they wearing sunglasses?
7. Is Phil wearing brown pants?
8. Is he wearing a blue shirt?
9. Is he wearing a tie?
10. Is Kathy wearing boots?
11. Is she wearing a coat?
12. Is she wearing a hat and gloves?

A: Is Claire wearing a green suit?
B: Yes, she is. Is she wearing a raincoat?
A: No, she's not. OR No, she isn't.

adjective + noun

My suit is black.
I'm wearing a **black suit**.

C Write four more questions about the people in part A. Then ask a partner the questions.

10 LISTENING He's wearing a T-shirt!

A Listen. Write the names **Bruce**, **Beth**, **Jon**, **Anita**, and **Nick** in the correct boxes.

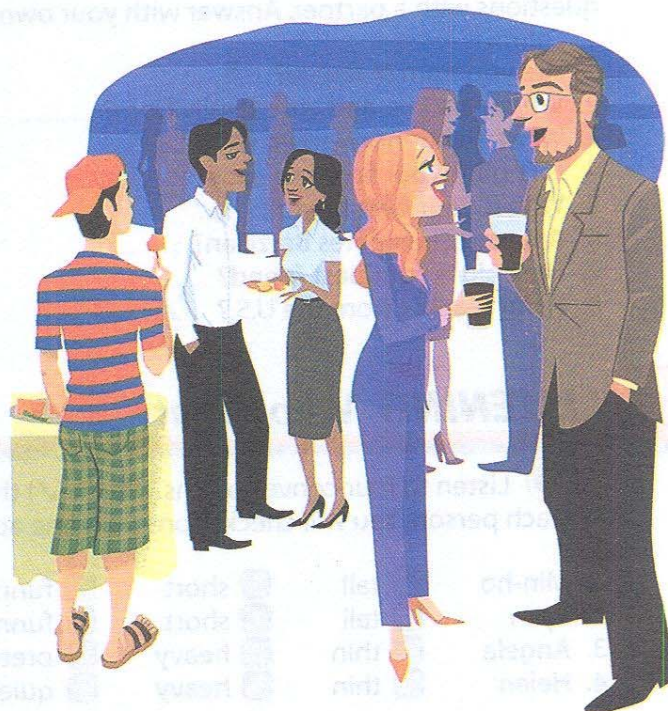
				Bruce
--	--	--	--	-------

B GROUP WORK Ask questions about the people in the picture.

A: Is Bruce wearing a light brown jacket?
B: Yes, he is.
C: Is he wearing a tie?

C GROUP WORK Write five questions about your classmates. Then ask and answer the questions.

Are Sonia and Paulo wearing jeans?
Is Paulo wearing a red shirt?



11 INTERCHANGE 4 Celebrity fashions

What are your favorite celebrities wearing? Go to Interchange 4 on pages 116–117.

Units 3–4 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask and answer questions about countries of origin, nationalities, and languages (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand descriptions of people (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about people's appearance and personality (Ex. 2, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about people's possessions (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk and write about my and other people's favorite things (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about what people are wearing (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 INTERVIEW

Match the questions with the answers. Then ask and answer the questions with a partner. Answer with your own information.

- | | |
|--|------------------------------------|
| 1. Are you from Malaysia? ..h..... | a. It's very beautiful. |
| 2. Where are you and your family from? | b. Yes, she is. |
| 3. What is your hometown like? | c. We're from Mexico. |
| 4. Is English your first language? | d. My best friend is Kevin. |
| 5. Who is your best friend? | e. Yes, they are. |
| 6. Are your classmates Brazilian? | f. No, it's not. It's Spanish. |
| 7. How old is your best friend? | g. He's nineteen. |
| 8. Is our teacher from the U.S.? | h. No, I'm not. I'm from Thailand. |

2 LISTENING Who's that?

A Listen to four conversations. Check (✓) the correct description for each person. You will check more than one adjective.

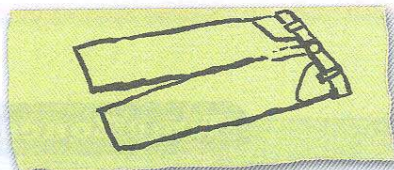
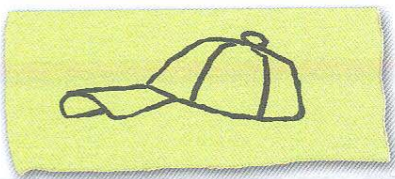
- | | | | | | | |
|-----------|-------------------------------|--------------------------------|---------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| 1. Min-ho | <input type="checkbox"/> tall | <input type="checkbox"/> short | <input type="checkbox"/> funny | <input type="checkbox"/> friendly | <input type="checkbox"/> talkative | <input type="checkbox"/> quiet |
| 2. Ryan | <input type="checkbox"/> tall | <input type="checkbox"/> short | <input type="checkbox"/> funny | <input type="checkbox"/> serious | <input type="checkbox"/> friendly | <input type="checkbox"/> shy |
| 3. Angela | <input type="checkbox"/> thin | <input type="checkbox"/> heavy | <input type="checkbox"/> pretty | <input type="checkbox"/> shy | <input type="checkbox"/> nice | <input type="checkbox"/> friendly |
| 4. Helen | <input type="checkbox"/> thin | <input type="checkbox"/> heavy | <input type="checkbox"/> quiet | <input type="checkbox"/> shy | <input type="checkbox"/> serious | <input type="checkbox"/> funny |

B Write five yes/no questions about the people in part A. Then ask a partner the questions.

Is Min-ho friendly?
Is Ryan tall?

3 WHOSE CLOTHES ARE THESE?

CLASS ACTIVITY Draw three pictures of clothes on different pieces of paper. Then put the papers in a bag. Take three different papers, go around the class, and find the owners.



A: Gina, is this your cap?

B: No, it's not mine. Maybe it's Emi's.

A: Young-woo, are these your pants?

B: Yes, they're mine. Thanks!

4 MY FAVORITE THINGS

A Write your favorite things in the chart. Then ask a partner about his or her favorite things. Write them in the chart.

Favorite	Me	My partner
1. season
2. color
3. clothes

B Compare answers. What's the same? What's different? Write sentences.

Summer is my favorite season, and it's Kyle's favorite season. That's the same.
My favorite color is blue, but Kyle's favorite color is brown, so that's different.

5 GUESS THE CLASSMATE

GROUP WORK Think of a student in the class. Your classmates ask yes/no questions to guess the student.

A: I'm thinking of a student in this class.

B: Is it a man?

A: Yes, it is.

C: Is he short?

A: No, he isn't.

D: Is he wearing blue jeans?



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?